



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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Cymraeg i Bawb 2025-26



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Welsh in Professional Practice: ECAD6052

10 Credit Module

Assignment consisting of:

- a lesson plan
- resources
- recording of the micro-lesson
- lesson evaluation

Assessment as all other modules – grade 1-6/A-F. Submit through Turnitin.

Welsh Language Competency Portfolio (WG requirement)

A portfolio consisting of:

evidence of your Welsh language skills for speaking, writing, listening, reading.

Evidence of teaching and learning strategies– work for 10 credit module.

Assessment – level for each of the 4 skills. Submit on Pebblepad.

Submission Date

Wednesday 13 May 2026



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ECAD6052

Assessment component 1: 10 minutes

A recording of a micro-lesson

Assessment component 2: 1250 words

- lesson plan
- lesson resources
- lesson evaluation

Remember that the focus is on pedagogy and teaching and learning strategies, and your Welsh ability and accuracy. The assessment criteria can be found on Teams/Moodle.

ECAD6052 – 10 credit module

ECAD6052 - Welsh in Professional Practice TAR	FAIL	FAIL BOUNDARY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
	0-19%	20-39%	40-49%	50-59%	60-69%	70-100%
PART 1 – Lesson	1/F	2 / E	3/D	4/C	5/B	6/ A
Use of Welsh naturally in the lesson, including commands and instructions.	No use of Welsh naturally in the lesson.	Very limited use of Welsh in the lesson. Without using commands and instructions.	Satisfactory use of Welsh when responding naturally in the lesson. Simply presenting commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. Presenting commands and instructions concisely and fundamentally correct to the learners.	Very good use of Welsh when responding naturally in the lesson. Delivering various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. Presenting various commands and instructions clearly and accurately with the learners.
Verbal accuracy (e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)	Numerous errors affecting understanding. Unintelligible pronunciation.	Numerous errors limit understanding. Unclear pronunciation.	Numerous errors constantly impairing understanding. Pronunciation clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impairing understanding at times. Pronunciation quite clearly and Welsh by most.	Some errors but without impairing understanding. Pronunciation clearly and Welsh by most.	Only a limited number of errors. Pronunciation completely clear and Welsh.
Teaching and learning strategies for developing learners' language skills including	No evidence of learning and teaching strategies. Not responding to	Teaching strategies unsuitable for learners' language development.	Suitable teaching strategies for learners' language development. An attempt to respond	Bespoke teaching strategies for pupils' language development.	Bespoke and effective teaching strategies for pupils' language development.	Highly bespoke and effective teaching strategies that develop and extend learners' language.
responding to learners' misconceptions.	the learners' misconceptions.	Responding unsatisfactorily to learners' misconceptions.	to learners' misconceptions.	Responding well to learners' misconceptions.	Responding very well to the learners' misconceptions.	Responding excellently to learners' misconceptions.
Activities and use of resources.	No evidence of introducing	Unsuitable activities and limited use of	Suitable activities and satisfactory use	Bespoke activities and use of resources	Bespoke and effective activities	Very purposeful and effective activities

Copy of
criteria on
Teams/
Moodle.

Disgwyliadau ac asesu / *Expectation and assessment.*

ECAD6052

- Byddwch chi'n cyflwyno UN ddogfen fydd yn cynnwys linc i'r ffilm, y cynllun, yr adnoddau a'r gwerthusiad.
- Eich cyfrifoldeb chi ydy sicrhau bod lincs yn gweithio.
- Ffocws ar eich dulliau dysgu ac addysgu a chywirdeb iaith h.y. pa mor effeithiol yw'r strategaethau dysgu iaith rydych chi'n defnyddio.
- Bydd cynnwys yr aseiniad 10 credyd yn gallu cael ei gynnwys yn y portffolio hefyd.
- Bydd rhaid casglu tystiolaeth ehangach i'ch portffolio Fframwaith Cymwysedau Iaith hefyd.
- *You will submit ONE document which will include: the link to the film, the lesson plan, the resources and the evaluation.*
- *It is your responsibility to ensure any links will work for staff to assess.*
- *Focus on your Welsh language teaching and learning and alnquage accuracy. i.e how effective are the strategies you're using in class.*
- *The 10 credit assignment will be able to be submitted for your portfolio too.*
- *You will also need to include further evidence for your Welsh Language Competency portfolio*



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Beth ydy'r Fframwaith Cymwyseddau Iaith i Ymarferwyr Addysg?

What is the Welsh Language Competency Framework for Education Practitioners?



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- Fframwaith Genedlaethol sy'n mesur cymhwysedd iaith pob darpar athro / athrawes.
- Y gobaith yn y pendraw yw mesur cymhwysedd iaith y gweithlu cyfan.
- Mae'r FfCA mesur sgiliau Gwrando, Llafar, Darllen ac Ysgrifennu yn ogystal ag arddulliau dysgu ac addysgu, h.y sut mae'r darpar athro'n datblygu sgiliau llythrennedd Cymraeg y dysgwyr.

- It's a national framework to measure Welsh language competency of all student-teachers in Wales.
- In the future, the aim is to use the Framework to measure Welsh language competency of the whole education sector.
- The Framework measures Listening, Speaking, Reading and Writing skills in Welsh. It also measures the student-teacher's skill as a language teacher, e.g. how they develop the language skills of pupils in their class.
- The Framework is a tool to help you plan further professional development opportunities when you enter the teaching profession.



Language competency framework for education practitioners



Common European Framework of Reference for Languages (CEFR)/Welsh for education levels		Pre-entry	A1/Entry	A2/Foundation	B1/Intermediate	B2/Advanced	C1/ Proficient
School Workforce Annual Census (SWAC) workforce characteristics: Welsh ability codes							
	W1	Only for use in ITE	W2	W3	W4	W5	W6
Listening	No skills.	I can understand and respond to greetings, questions and simple vocabulary used regularly in the context of the whole school.	I can understand and respond to simple everyday sentences, relevant to the school context, when someone speaks casually.	I can understand and respond to a range of simple sentences relating to situations relevant to the school context, e.g. <i>everyday themes and different verb tenses</i> .	I can understand and respond to main points when someone speaks naturally about everyday subjects inside and outside of school, e.g. <i>in a conversation or within small group situations</i> .	I can understand most of the discussions, even on unfamiliar and specialist subjects, e.g. <i>in a formal context</i> .	I can understand and respond to almost everything heard, including different accents, dialects and speed of speaker.
Oral	No skills.	I can pronounce the alphabet and simple words fairly correctly in the school context. I can introduce myself and start interacting socially by using familiar everyday phrases, e.g. <i>greetings, thanks, praising a learner and giving simple commands</i> .	I can introduce myself and others verbally. I can ask and answer questions on simple information, e.g. <i>where someone lives, what they like to do</i> . I can use verb tenses and numerals.	I can contribute to a simple conversation using a range of simple sentences relating to situations relevant to the school context, e.g. <i>everyday themes and different verb tenses</i> .	I can hold and contribute to a conversation on familiar subjects relating to school and everyday life using a range of simple and complex sentences. I can describe experiences and hopes, and can give short explanations for my opinion. I am beginning to recognise common errors.	I can communicate using a range of syntax showing an increasing level of accuracy. I can discuss unfamiliar and specialist subjects. I can express and justify an opinion. I can recognise some errors and correct them.	I can speak extensively on complex matters, and can present arguments using the correct register. I can interact and lead discussions and extended teaching sessions correctly in the main. I can self-correct where necessary.
Reading	No skills.	I can understand simple greetings and commands. I can read any phrases used in simple text. I can understand very elementary personal details, e.g. <i>name and address</i> .	I can understand very short written texts where people give simple personal information about themselves or others, e.g. <i>forms, school signs</i> . I can read simple commands suitable to the school context.	I can understand simple written messages on everyday things and simple letters/e-mails. I can read simple stories aloud and attempt the correct pronunciation.	I can understand articles or direct e-mails on everyday subjects or work-related subjects. I can read stories aloud with the correct pronunciation in the main.	I can understand most correspondence, newspaper articles and reports intended for fluent speakers, with the aid of a dictionary, and can scan through long text to find details. I can read stories aloud quite confidently with the correct pronunciation.	I can summarise information from different oral and written sources, and recreate debates and descriptions in a coherent presentation. I can read stories aloud to learners of all ages in a confident and meaningful manner.
Writing	No skills.	I can write simple vocabulary used regularly in the context of the whole school correctly.	I can write simple everyday sentences, relevant to the school context, e.g. <i>instructions, questions, commands, simple feedback</i> .	I can write composite/complex sentences for educational purposes.	I can write short paragraphs on everyday subjects inside and outside of school. I am beginning to recognise common errors.	I can write extended paragraphs on a range of unfamiliar and specialist subjects, perhaps with editorial assistance. I can recognise some errors and correct them.	I can write extensively in standard language on complex matters. I can write in a variety of forms. I can self-correct where necessary.

Original version
(by Rhagoriaith)

WELSH LANGUAGE COMPETENCY FRAMEWORK FOR TEACHERS

Key:

Sabbatical Scheme assessment sheets
2022 Curriculum Literacy Framework progression steps
Cynllun Colegau Cymru
TCA/ WMiS assessment sheets

A1 - ENTRY		
LISTENING	Can understand and respond to simple everyday sentences, related to the school setting, provided the other person speaks slowly.	- Can interact with learners, answer simple questions and offer simple feedback in the form of simple sentences or phrases - Can respond appropriately to learners as they develop their language skills, e.g. pronouncing simple, everyday words and phrases in Welsh.
SPEAKING	Can introduce himself/herself and others and can ask and answer questions about simple information, e.g. where someone lives, what they like doing. Is able to tell the time and use numbers.	- Can open and close the lesson using Welsh words and phrases with clear, Welsh pronunciation on the whole - Can present commands (ti/chi), questions and instructions to learners in a simple way.
READING	Can understand very short written texts where people offer simple personal information about themselves or others, e.g. on forms, school signage. Can read commands related to the school setting.	- Can read text satisfactorily, e.g. a simple story or game instructions using simple clauses and respond to content - Can use notes but is very dependent on them to teach the lesson.
WRITING	Can write simple, everyday sentence, related to the school setting, e.g. instructions, questions, commands, simple feedback.	- Can write simple sentences and patterns correctly on the white board to present information to learners - Can introduce basic written information within a framework, e.g. display information from the content of a book with one word answers or a multiple choice question.

Original version
(by Rhagoriaith)

A2 - FOUNDATION		
LISTENING	Can understand and respond to a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	- Can interact with learners, answer simple questions and offer extended feedback whilst discussing specific themes - Can demonstrate that they understand what they hear by asking relevant questions to obtain specific information and answer questions using the correct forms, e.g. Ydy? Ydy/Nac ydy.
SPEAKING	Can contribute to simple conversations using a range of simple sentences related to school setting situations, e.g. everyday themes and different verb tenses.	- Can open and close the lesson by setting aims and objectives, and summarise clearly for the learner with quite clear and meaningful pronunciation - Can present commands (<i>ti/chi</i>), questions and instructions fairly confidently for the learner by varying the use of the verb 'bod' and using the concise past tense fairly confidently whilst introducing Welsh across the curriculum - Can respond sensibly to learners' use of Welsh as a result of presenting directed tasks, by using language appropriate within structured situations.
READING	Can understand written everyday messages and simple letters/e-mail messages. Can read appropriate stories with an effort to ensure correct pronunciation.	- Can read text aloud effectively and discuss the text, identify the content's main points and express opinion in a simple way - Can use notes but is dependent on them to teach the lesson.
WRITING	Can write compound and complex sentences for educational purposes.	- Can present written feedback on tasks and convey information which demonstrates an increasing awareness of accuracy - Can use an increasing variety of different patterns and sentences, varying statements and questions, using the negative forms and emphatic sentence correctly and using standard verb forms, e.g. gweld/gwelais, mynd/aeth, and subject-verb agreement, e.g. roeddwn i/roedden ni.

Welsh
Government
t version



The ability of practitioners to apply and develop the language and literacy skills of learners



Llywodraeth Cymru
Welsh Government

The following statements will enable education practitioners to describe their current ability to use a range of teaching and learning strategies, in planning and teaching, to develop the oracy, reading and writing skills of learners at the appropriate level.

I can use a range of progressive teaching and learning strategies with confidence and proficiency.

I can lead and support other practitioners in the field.

I can use a range of teaching and learning strategies effectively.

I can research and apply the latest developments in the field of language acquisition.

I have a strong understanding of language teaching and learning strategies.

I can apply some strategies effectively.

I have an understanding of language teaching and learning strategies.

I am beginning to apply language teaching and learning strategies.

I have limited awareness of language teaching and learning strategies.

Original version
(by Rhagoriaith)

Using a range of teaching and learning strategies, whilst planning and teaching, in order to develop learners' speaking, reading and writing skills at the appropriate level.

AD1	I have limited awareness of language teaching and learning strategies.	• Limited use of some teaching and learning styles whilst planning • Limited evidence of applying and identifying opportunities to support and develop learners' literacy skills • Limited use of assessment strategies for learning • Limited ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • Lack of ability to respond to learners' mistakes
AD2	I have an understanding of language teaching and learning strategies. I am beginning to apply language teaching and learning strategies.	• Adequate use of some teaching and learning styles whilst planning • Adequate evidence of applying and identifying opportunities to support and develop learners' literacy skills • Adequate use of assessment strategies for learning • Adequate ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • Unsatisfactory response to learners' mistakes
AD3	I have a sound understanding of language teaching and learning strategies. I can apply some language teaching and learning strategies.	• Effective use of some teaching and learning styles whilst planning • Good evidence of applying and identifying opportunities to support and develop learners' literacy skills • Good use of assessment strategies for learning • Good ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • Satisfactory response to learners' mistakes
AD4	I can use a range of language teaching and learning strategies effectively. I can research and apply the latest developments in the field of language acquisition.	• Effective use of a range teaching and learning styles whilst planning • Sound evidence of applying and identifying opportunities to support and develop learners' literacy skills • Very good use of assessment strategies for learning • Very good ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • Very good response to learners' mistakes
AD5	I can use a range of progressive language teaching and learning strategies confidently and skilfully. I can lead and support other practitioners in the field.	• Consistent and effective use of a range teaching and learning styles whilst planning • Very sound evidence of applying and identifying opportunities to support and develop learners' literacy skills • Very effective use of assessment strategies for learning • Excellent ability to convey expectations, whilst planning realistic, suitable and differentiated tasks • Excellent response to learners' mistakes

Portffolio Cymraeg Welsh Portfolio



Tra eich bod chi yn y Brifysgol neu yn yr ysgolion ar eich Profiad Addysgu Proffesiynol rydych yn cael eich annog i gadw tystiolaeth o'ch sgiliau iaith bersonol canlynol:

- **Llafar**
- **Gwranddo**
- **Darllen**
- **Ysgrifennu**

Yn ychwanegol at hyn mae angen tystiolaeth o'u sgiliau Addysgu a Dysgu (modwl 10 credyd)

Y Portffolio Cymraeg yw eich tystiolaeth fydd yn cael ei asesu.

While you are at University or when in schools on your Professional Teaching Practice you are encouraged to keep evidence of the following personal Welsh skills:

- **Speaking**
- **Listening**
- **Reading**
- **Writing**

In addition, you will need to think about how to evidence your ability as a language teacher (10 credit module)

The Welsh Portfolio is your evidence to be assessed.



Pwysig! *Important!*

- Does dim modd pasio / methu y Fframwaith. Nid arholiad, aseiniad na phrawf yw'r portffolio.
- Disgwylir i bob myfyriwr sy'n graddio gyda SAC gael lefelau'r Fframwaith ar eu PDP ar ddechrau eu gyrfa.
- Ni ddylai casglu tystiolaeth fod yn llawer o waith ychwanegol. Dylai fod yn rhywbeth sy'n digwydd yn naturiol yn ystod y flwyddyn.

- You cannot fail / pass the Framework / Portfolio. This is not an exam, a test or an assignment.
- Every student who graduates with a QTS is expected to have the Framework levels on their PLP at the beginning of their teaching career.
- Collecting evidence should not be a lot of extra work. This is something that should happen on a regular basis as part of your professional development.



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Possible tasks to include...

<https://www.porth.ac.uk/en/group-collection/tasgau-asesu-a-datblygu-sgiliau-iaith-athrawon>

Added on: 16/10/2023 | 5.1K

Tasks to develop and assess Teachers' Language Skills

Description

This is a collection of tasks that can be used to develop and assess the language skills of education practitioners against the Language Competency collection includes tasks for each skill and each level within the Framework. There is a PDF booklet for each level, containing all of the tasks for that set available to download individually in the form of Word documents.

If the links do not open the document in a new tab, then the document will have downloaded (look in the downloads folder on your computer).

Tags

Language Skills Education Teacher Training Initial Teacher Training Coleg Cymraeg Resource



**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

**Tasks to Develop and Assess
Teachers' Language Skills:
Pedagogy**

Added on: 30/09/2024 | 1.1K



LEFEL MYNEDIAD

**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

**Tasks to Develop and Assess
Teachers' Language Skills: Entry**

Added on: 16/10/2023 | 2.3K



LEFEL SYLFAEN

**TASGAU ASESU A DATBLYGU
SGILIAU IAITH ATHRAWON**

**Tasks to Develop and Assess
Teachers' Language Skills:
Foundation**

Added on: 16/10/2023 | 2.6K

www.porth.ac.uk/en/collection/tasgau-asesu-a-datblygu-sgiliau-iaith-athrawon-canolradd



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You will be able to upload your evidence to the PLP before the submission date.

You will receive detailed guidelines on how to upload your work to the PLP in the lectures after Christmas.

Until then, keep your collected evidence in a One Drive/Desktop folder.



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Oes cwestiwn?
Any questions?



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